

Some Principles of Dual Credit

Dr. David Prior
Executive Vice Chancellor For Academic Affairs
University of Texas System
601 Colorado Street
Austin, TX 78701
(512) 499-4233
dprior@utsystem.edu



THE UNIVERSITY of TEXAS SYSTEM
Nine Universities. Six Health Institutions. Unlimited Possibilities.

May 24, 2010



THE UNIVERSITY of TEXAS SYSTEM
Nine Universities. Six Health Institutions. Unlimited Possibilities.

Focus on Dual Credit

- Dual credit:
 - involves a high school student taking a college-level course that earns both high school credit and college credit upon successful completion of the course
 - courses offered should primarily be in the general education core curriculum fields
 - facilitates the transition of high school students into higher education



THE UNIVERSITY of TEXAS SYSTEM
Nine Universities. Six Health Institutions. Unlimited Possibilities.

Collaboration

- Regional collaboration between independent school districts, community colleges and universities is imperative
- Higher Education Regional Councils (HERCs) provide a mechanism for collaboration and planning



THE UNIVERSITY of TEXAS SYSTEM
Nine Universities. Six Health Institutions. Unlimited Possibilities.

Quality

- Colleges and universities have the obligation to ensure that the content and rigor of any given dual credit course is appropriate for the college credit earned
- The educational experience must promote the attainment of core competencies and learning outcomes that are consistent with earning a college degree



THE UNIVERSITY of TEXAS SYSTEM
Nine Universities. Six Health Institutions. Unlimited Possibilities.

Quality

- Syllabi posted on college and university web sites will be the syllabi for dual credit courses
- Faculty will undergo the same departmental hiring and instructional evaluation processes
- Dual credit courses will be evaluated as all other college credit earning courses
- The subsequent academic performance of high school students taking dual credit courses will be evaluated



Methods of Delivery

- Dual credit courses can be effectively delivered by various methods, including the traditional face-to-face method, distance and online methods, or a combination of methods (hybrid)
- Research is not currently available on the efficacy of distance education courses for high school students (U.S. Department of Education)
- Texas community colleges and universities are encouraged to continue examining and evaluating the efficacies of dual credit student learning through various delivery models



THE UNIVERSITY of TEXAS SYSTEM
Nine Universities. Six Health Institutions. Unlimited Possibilities.

Students

- Dual credit courses are not appropriate for all students
- Students enrolled in dual credit courses must:
 - meet eligibility requirements and all regular prerequisites
 - have typical college or university student services made available to them
 - be properly advised and oriented about the course and college-level expectations
 - be well-advised of the challenges and issues of taking a course for both high school and college credit simultaneously



Cost

- Dual credit programs can maximize state resources by decreasing time to graduation, increasing high school retention, and motivating transition from high school to community college or university for some students
- HERCs should be used to identify and maximize financial support to the various providers in a high quality dual credit program, including funding sources such as state appropriations, local tax monies, tuition, etc.
- Evaluation of dual credit offerings must be based on academic considerations, as well as cost effectiveness



THE UNIVERSITY of TEXAS SYSTEM
Nine Universities. Six Health Institutions. Unlimited Possibilities.

Conclusion

- The UT, TAMU, TSU Systems and TACC wish to share the results of their initial discussions and agreements thus far
- We acknowledge this is a work in progress, and further refinement and clarification are needed
- Some of these suggested principles may serve as a first step toward agreed state-wide standards and processes